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Home Learning Pack

Year 5

Guidance and Answers

Week 5
18/05/2020

Classroom secrets KIDS

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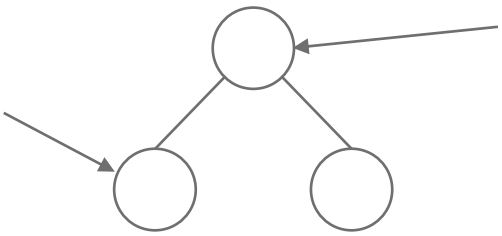
This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

Maths – Add Fractions within 1 (page 2)

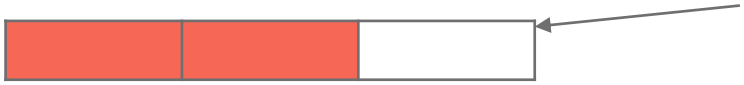
Question 1 – This question asks your child to complete the models shown by adding two fractions together. Here is an example:

The circles that are only joined to one other are the parts that need to be added together.



The middle circle, or the circle joined to each of the others is the total of the other circles added together, often called the whole.

Your child can also use the **bar models** to help them by shading them in for the fractions they need to add together. **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts. For example, for fractions, the bar model below is split into three, therefore it is representing thirds.



Two of the parts have been shaded out of three, so this bar model is showing two thirds: $\frac{2}{3}$.

Shade the bar models to help you add the two fractions together. Your answer should be put in the space provided in the model. The correct answers are:

A = $\frac{13}{15}$; B = $\frac{9}{12}$ or $\frac{3}{4}$

Question 2 – This question asks your child to match the calculations to their answers. They have been provided with **bar models** to help them with their addition. Your child will need to shade in the **bar models** to help them see the answer visually.

Shade the bar models to help you able to match the calculations to the answers. The correct answers are: A, 2; B. 3; C. 1

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Monday

Maths – Add Fractions within 1 – continued (page 2)

Question 3 – In this question, your child needs to find out who is correct by completing the calculation and matching their answer to the correct child. They have been given **bar models** to support them which they can shade to help them complete the calculation. Please refer to page 2 for a recap on bar models.

Complete the calculation to find out who is correct and use your working out to explain your answer: Sabrina is correct. She has converted $\frac{3}{4}$ into $\frac{12}{16}$ and then added $\frac{12}{16}$ and $\frac{3}{16}$ to get $\frac{15}{16}$. Salem cannot be correct because he has added the numerators before finding a common denominator.

Maths – Subtract Fractions (page 3)

Question 1 – This question asks your child to match the calculations to the correct answers. The calculations have been represented in a visual format, so they need to identify the fractions that are being represented and use the image to help them complete the subtraction calculation.

Use the images help you match the calculations to the correct answers. The correct answers are:

A. $\frac{1}{3}$; B. $\frac{1}{2}$; C. $\frac{2}{3}$

Question 2 – This question asks your child circle the correct answer in the box for each calculation. They have been provided with images to help them find the answer, but for this to help them they will need to convert one of the fractions to have the same **denominator** as the other. For example:

The **numerator** shows the number of parts out of the whole there are.

4 goes into 12 three times.

$\frac{3}{4} - \frac{5}{12} \rightarrow \frac{9}{12} - \frac{5}{12}$

To make the denominators the same, multiply the denominator and numerator by the same number. In this case by three as 4 goes into 12 three times.

The **denominator** is the bottom number on the fraction that shows the number of equal parts the whole has been divided into.

Circle the correct answer by completing the calculations. The correct answers are:

A. $\frac{1}{6}$; B. $\frac{2}{15}$

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Monday

Maths – Subtract Fractions – continued (page 3)

Question 3 – In this question, Salma has given a statement based on two calculations. Your child needs to complete both of the calculations to see if they give the same answer. This time, they have no pictorial support, and will need to use the skills of finding a common **denominator**, as in question 2 (please refer to page 3). They can use their working out to help them provide an explanation for their answer.

Complete both calculations to find out is Salma is correct and use your working out to explain your answer: Salma is incorrect because $\frac{7}{3} = \frac{21}{9}$, therefore $\frac{21}{9} - \frac{2}{9} = \frac{19}{9}$ but $\frac{8}{3} = \frac{24}{9}$, therefore $\frac{24}{9} - \frac{3}{9} = \frac{21}{9}$ (answers may be given as mixed numbers).

English – Using Similes and Metaphors (page 4)

A **simile** is when something is being compared to something else using like or as. For example: The gold sparkled like the sun. The girl was as quiet as a mouse.

A **metaphor** is when something is described as if it is something else. For example: The dancer was a graceful swan.

Question 1 – This question asks your child to complete the sentences using an appropriate **noun** (object, person or place), **verb** (an action) or **adjective** (describing word) and then identify whether each sentence is a **simile** or a **metaphor**. This should be recorded in the box next to each sentence using an 's' for a **simile** and an 'm' for a **metaphor**.

Complete the sentences with a noun, verb or adjective and identify whether the sentences are similes or metaphors. The noun, verb or adjective choices may vary, for example:

A. The sofa cushion was as hard as nails. (s)
B. The moonlight danced happily on the ocean waves. (m)
C. My grandma has a heard of gold. (m)
D. The athlete ran as fast as lightning so he could win the race. (s)

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Monday

English – Using Similes and Metaphors – continued (page 4)

Question 2 – This question asks your child to underline the **simile** or **metaphor** in each sentence and rewrite the sentence using a different **simile** or **metaphor**. If you would like to recap on similes and metaphors turn to page 4.

Underline the part of the sentence that tells you whether there is a simile or a metaphor and rewrite the sentence with a different one, using the original to help you. The new similes or metaphors may vary in the rewritten sentences, for example:

A. as cold as ice – The wind was as quick as a wink as it roared through the trees.
B. like diamonds – The stars sparked like pearls in the blanket of darkness.
C. river of tears – The waterfall of tears flowed down Erica's cheeks as she listened happily to her mum singing.

Question 3 – In this question, your child needs to rewrite the sentences changing any **similes** to **metaphors** or vice versa. To do this, they will first need to identify whether a **simile** or a **metaphor** has been used in each sentence.

Identify whether the sentence uses a simile or a metaphor and then rewrite it using the other. The correct answers are:

A. Freddy is a fish in the water.
B. My grandfather is as wise as an owl.
C. The ballerina is like a swan gliding across the stage.
D. My teacher is a busy bee.

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Tuesday

Maths – Add Fractions (page 5)

Question 1 – This question asks your child to match the calculations to the correct answers. To do this, they should convert the fractions, so that both fractions have the same **denominator**. Please refer to page 3 on the method for this and for a definition of **denominator**.

Complete each calculation by making the denominators the same, and match them to the correct answers. The correct answers are:

A. $1\frac{6}{28}$, B. $1\frac{1}{28}$, C. $1\frac{10}{28}$, D. $1\frac{12}{28}$

Question 2 – This question asks your child to circle the calculation which has the greatest answers. To do this, your child should complete each addition so they are able to find the greatest answer. To do this, they should convert the fractions, so that both fractions have the same **denominator**. Please refer to page 3 on the method for this and for a definition of **denominator**.

Complete each addition to find the calculation with the greatest answer. The correct answer is: D

Question 3 – To complete this question, there are two steps your child must take. The first is to use the clues to find the fraction of cola each child drank. The second is to then add these two fractions together to find out how much they drank altogether. To do this, they should convert the fractions, so that both fractions have the same **denominator**. Please refer to page 3 on the method for this and for a definition of **denominator**.

Identify how much each child drank using the clues given, then add the fractions to find out how much they drank altogether. The correct answer is:

$\frac{7}{12}$ (Paul) + $\frac{8}{12}$ (Gemma) = $1\frac{3}{12}$ or $1\frac{1}{4}$

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Tuesday

English – Homophones (page 6)

A **homophone** is a word that sounds the same as another, but has a different spelling and meaning. For example, sun and son.

Question 1 – This question asks your child to circle the correct **homophone** to complete the sentence. Your child will need to read each sentence carefully to understand its context, then identify the meaning of each of the **homophone** spellings.

Read each sentence carefully to identify the correct **homophone** that's meaning matches the context of the sentence. The correct answers are: A. dessert; B. wary; C. whose; D. descent

Question 2 – This question asks your child to choose the correct spelling from the word bank to complete the sentences given. Your child will need to read each sentence carefully to understand its context, then identify the meaning of each of the **homophone** spellings.

Read each sentence carefully to identify the correct **homophone** that's meaning matches the context of the sentence. The correct answers are: A. draft; B. profit; C. draught; D. prophet

Question 3 – In this question, your child needs to circle the word that has been spelt incorrectly. To do this, they should read each sentence carefully and look for the **homophone**. Once they have identified the incorrect spelling, they will need to write the correct spelling on the right hand side.

Identify the incorrect spellings by looking for the homophones and write the correct spelling next to the sentence. The correct answers are:

A. Incorrect – steal; correct – steel
B. Incorrect – serial; correct – cereal
C. Incorrect – whether; correct – weather
D. Incorrect – allowed; correct - aloud

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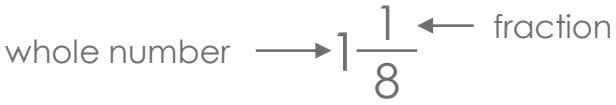
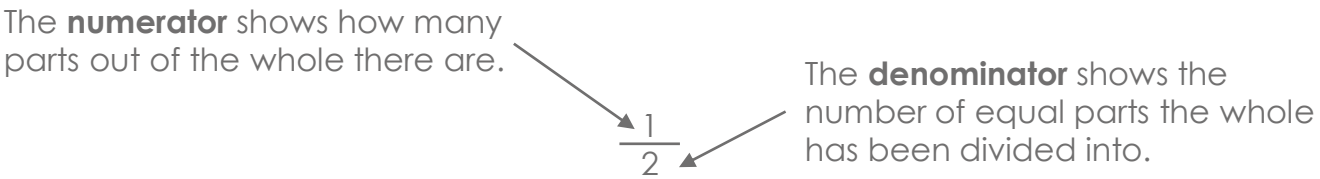
Wednesday

Maths – Add Mixed Numbers (page 7)

Mixed numbers are fractions which include a whole number and a fraction. For example:





Question 1 – This question has two steps. For the first step, your child needs to complete the additions of the **mixed numbers** by using common **denominators** (please refer to page 2 for this method). Once they have completed the calculations, they need to sort the answers into the **Carroll diagram**. A **Carroll diagram** is a way of sorting shapes or numbers into one of four boxes. Each box has two rules that the object or number inside of it need to meet. Your child will also need to use their knowledge of **simplifying**. **Simplified fractions** are fractions where the numerator and denominator cannot be any smaller, although they must still be whole numbers. To find a simplified fraction, the numerator and denominator must be divided by the same number. For example:

Complete each calculation to be able to sort the answers into the Carroll diagram. The correct answers are:

A. $2\frac{5}{6} + 1\frac{5}{18} = 4\frac{1}{9}$ B. $3\frac{2}{5} + 1\frac{9}{20} = 4\frac{17}{20}$ C. $2\frac{1}{4} + 1\frac{4}{12} = 3\frac{7}{12}$

	Less than 4	Greater than 4
The fraction can be simplified.		A
The fraction cannot be simplified.	C	B

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Wednesday

Maths – Add Mixed Numbers – continued (page 7)

Question 2 – This question asks your child to complete the statements using **<** (less than), **>** (greater than) or **=** (equal to). To do this, your child will need to complete the calculations on each side of the box. Common **denominators** will need to be found to complete the calculations. For this method, please refer back to page 2.

Complete the calculation on each side of the box, and decide which symbol is needed to complete the statement. The correct answers are: > and >

Question 3 – In this question, your child needs to add the two **mixed numbers** to find out how many laps they have run altogether. If you would like to recap on mixed numbers turn to page 8. Common **denominators** will need to be found to complete the calculations. For this method, please refer back to page 2.

The total distance they have run together is $5\frac{8}{9}$ laps.

English – Using Modal Verbs (page 8)

A **modal verb** is a word that suggest the likelihood of something happening or ability to do something. For example: should, could, might, must

Question 1 – This question asks your child to match the most suitable **modal verb** to each sentence. To help them identify the correct **modal verb**, your child should read each sentence in turn using each of the different **modal verbs**.

Read each sentence carefully to identify the correct **modal verb** for the sentence. The correct answers are: A. need; B. should; C. might

Question 2 – This question asks your child to choose the **modal verb** that could be used in all three sentences. Your child will need to read each sentence carefully, adding the different **modal verbs** as they read, to help them identify which ones fit within the sentences.

Read each sentence carefully to identify the correct **modal verb** that fits within all three sentences. The correct answer is: ought

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Wednesday

English – Using Modal Verbs – continued (page 8)

Question 3 – In this question, your child needs to substitute the underlined **modal verb** and change it for the verb suggested by Steph. They will then need to decide whether or not the meaning of the sentence has changed – is there still an element of uncertainty that the event will occur?

Identify whether Steph is correct by substituting the word and thinking about how the meaning of the sentence has changed. The correct answers is: She is incorrect. Using 'will' suggests that it is certain she will go. 'Must' suggests a need to go but not necessarily a certainty that they will go.

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Thursday

Maths – Subtract 2 Mixed Numbers (page 9)

This question requires your child to problem solve. They have been given clues which they need to use to find two **mixed numbers** and then the difference between them using a subtraction calculation. If you would like to recap on **mixed numbers** turn to page 7.

An **odd** number is a number that cannot be divided by 2 to get a whole number.

An **even** number is a number than is divisible by 2 to get a whole number.

A **square number** is the product of a number multiplied by itself. For example 2^2 or 2 squared is 4, because to 2 x 2 = 4.

A **prime number** is a number that is only divisible by 1 and itself. For example, 19.

Read the clues carefully to identify the mixed numbers for each child and then find the difference between the two mixed numbers. There are various answers for this question, for example:

Blake has read $3\frac{2}{3}$; Pamela has read $2\frac{3}{4}$.

Pamela needs to read $\frac{11}{12}$ to catch up.

Blake has read $3\frac{4}{7}$; Pamela has read $2\frac{7}{9}$.

Pamela needs to read $\frac{50}{63}$ to catch up.

Blake has read $5\frac{2}{5}$; Pamela has read $4\frac{13}{25}$.

Pamela needs to read $\frac{22}{25}$ to catch up.

Blake has read $5\frac{3}{4}$; Pamela has read $4\frac{7}{9}$.

Pamela needs to read $\frac{35}{36}$ to catch up.

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Thursday

English – Writing a Letter (page 10)

For this activity, your child has been asked to write a letter saying thank you to a healthcare hero. A letter structure has been provided for them to help your child layout their letter correctly. These are in colour coordination with the features checklist that they have been provided with to help them complete the task. These features include:

Address – In a letter, your address is written in the top right corner.

Date – The date the letter has been written goes under your address.

Greeting – This is who you are writing to, for example: 'To..' or 'Dear…'

Polite language – The letter needs to be written with polite language that is not too chatty, to make the letter more formal, as you may not know who you are writing to.

Opening sentence – This is the first sentence of the letter which introduces who you are (if they do not know you) and why you are writing the letter.

Paragraphs – A paragraph is a group of sentences around a theme. In a letter, for each new point or topic, a new paragraph is needed.

Closing sentence – The last sentence of the letter which sums up the content of the letter.

Closure – This is how you sign off a letter, for example: 'From…' or 'Yours sincerely…'

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Friday

Maths – Arithmetic

Click on the link to play an arithmetic game which revises some of the skills covered in Year 5 so far. https://kids.classroomsecrets.co.uk/resource/year-5-arithmetic-test-practice-4/

English – Revision

Click on the link to play an interactive game which revises some of the spellings from the Year 5 spelling list. https://kids.classroomsecrets.co.uk/resource/year-5-spellings-and-definitions-matching-activity-1/

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Additional Resources

English – Guided Reading – Health-Conscious Kids (page 11 - 13)

Children should read the **newspaper article** (a piece of writing giving information about current events) and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Your child may find it easier to read the questions first, then read the text and then answer the questions. In order to answer the questions, it's normal to read the text once in full and then for a second time to find the answers. Help your child practice skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What does the phrase 'health-conscious' mean?
   Various answers, for example: That you are mindful about how healthy your diet and lifestyle is.

2. Find a synonym for 'considerable' in the second paragraph.
   Vast

3. Name 3 food or drink items that the staff and pupils were consuming too much of.
   Any 3 from: crisps, cakes, chocolates, cola, biscuits or coffee.

4. How did children get their extra 'active' playtime on a Friday?
   They needed to complete a sticker book. To get a sticker they needed to bring a healthy snack for breaktime.

5. Why do you think the year 5 children have been described as inspirational?
   Various answers, for example: They have produced a plan and motivated and inspired others to improve their lifestyle.

6. Find and copy a word which has a similar meaning to 'healthy'.
   Nutritious

7. Why do you think it is important for parents to be involved in the campaign too?
   Various answers, for example: Parents prepare the food for a family to eat and can help their children make healthier choices by being a role model.

8. Give 3 adjectives used to describe the children in the last two paragraphs.
   Any 3 from: tolerant, understanding, happy, motivated or dynamic.

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Additional Resources

English – Guided Reading – Health-Conscious Kids – continued (page 11 - 13)

9. Is the sentence *'The tuck shop sells tasty snacks,'* a fact or opinion?
   Opinion